

External Review Team Process

Office of Federal and State Accountability Division of Accountability



FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008-09 Revisions Included

School: Cleveland Elementary

District: Spartanburg County 7

Principal: Dr. Audrey Grant

Superintendent: Dr. Thomas White

FOCUSED SCHOOL RENEWAL PLAN (FSRP)

2008–09 School Year of Implementation

Rationale

Cleveland Elementary School is located in the city of Spartanburg, S.C. near the Spartanburg fair grounds. The community which surrounds the school includes subsidized housing and apartments which are home to a number of the Cleveland children. Cleveland is one of eight elementary schools in Spartanburg School District 7. The facility, built in 1999, includes forty classrooms, two computer labs, a science lab, an art room, three music rooms, and a gymnasium. The cafeteria seats 250 students. The school is also home to one pre-kindergarten class which serves sixteen students.

Cleveland Elementary School is a Title I school which serves 457 students in grades pre-K through six. Of the 457 students enrolled in 2007-2008, 93% are African American, 4% are white, and 2% are Hispanic. Ninety-six percent of the students receive free or reduced lunch. Cleveland has a Special Education population of 9.8% with disabilities other than speech. Cleveland Elementary has an alternative program that serves the district's eight elementary schools. Cleveland has an ESOL program and Reading Recovery Program which serve as on-site intervention programs. Cleveland has forty-six teachers of which 79.5% have advanced degrees and thirteen teachers who are classified as paraprofessionals. The principal, Dr. Audrey T. Grant, is beginning her second year at Cleveland. An in-depth analysis of Cleveland's ACT and MAP data indicates an identified need to improve the absolute rating from unsatisfactory.

The administration and staff at Cleveland Elementary School have initiated a number of comprehensive efforts to support the improvement of student achievement. These programs include: Reading Recovery; year round school; an advisory council partnership with Spartanburg Regional Healthcare Center which supports the school in all areas such as science instruction, purchase of school uniforms, mentoring, and Beta Club sponsorship; extensive utilization of science and ELA consultants to support instruction and provide professional development; and, a full-time Parent Involvement Facilitator who works closely with parents to increase parent involvement in the school.

In addition to the programs mentioned above, Cleveland Elementary is fortunate to be classified as a TAP school. The mission of the Teacher Advancement Program is to ensure higher quality teachers in every classroom. TAP is designed to attract, develop, motivate, and retain high quality teachers through on-going professional growth and instructionally focused accountability. Participation in TAP will:

- Implement a specific Leadership Team format that increases teacher/administration facilitation
- Develop professional learning communities among teacher groups
- Accurately assess the quality of classroom instruction, provide precise and constructive feedback to help teachers with the delivery of instructional content.
- Develop an evaluation system that is based upon student performance data, regular classroom observations based upon a common rubric and progress of the school improvement initiatives.

An analysis of the PACT data indicates a large percentage of students performing in all tested areas at the Below Basic level. The consistently low performance in ELA, science, and math provides the rationale for why the staff at Cleveland chose student performance goals in these areas. Based on analysis of the PACT data the following needs were identified:

- There is a need for improvement in all core areas of ELA, science, math, and social studies by students at all grade levels and in all subgroups.
- The significantly limited number of students who score Proficient and Above indicates a need to focus on improved achievement in all categories.
- Analysis of MAP data supports the conclusions drawn regarding student performance from the PACT data.

- A longitudinal analysis of the PACT data from 2005 through 2008 in the areas of ELA, science, and math indicates a great need for focused instruction to improve student achievement in these areas.

Based on the above summary of data the following conclusions can be drawn:

- PACT science data for the past four years consistently indicate approximately 75% of Cleveland students scoring Below Basic.
- PACT ELA data for 2007 and 2008 show approximately 50% of students scoring Below Basic.
- PACT math data for 2007 and 2008 show approximately 50% of students scoring Below Basic.
- Although in 2007, the percentage of students scoring basic or above on PACT ELA increased in grades 3, 4, and 6, with increases between 4 and 17 percentage points, our overall performance in ELA needs significant improvement.
- Therefore, there is a significant need to drastically improve student achievement in ELA, math, and science.

The table below shows Cleveland's PACT ELA data over the last four years. The trend shows an increase in the amount of third grade children scoring basic or above over the last four years. The trend for grades four through six is capricious. Most recently there was an increase in grade five for students scoring basic and above.

PACT ELA	Year	%BB	%BA	%PF	%AD
Grade 3	2005	39.0	46.3	14.6	0.0
	2006	39.5	41.8	18.6	0.0
	2007	35.2	48.1	16.7	0.0
	2008	33.9	40.7	22.0	3.4
Grade 4	2005	43.5	37.0	19.6	0.0
	2006	47.9	43.8	8.3	0.0
	2007	30.3	62.1	7.6	0.0
	2008	42.9	40.8	16.3	0.0
Grade 5	2005	63.8	27.7	8.5	0.0
	2006	53.1	34.7	12.2	0.0
	2007	63.6	28.8	7.6	0.0
	2008	55.4	43.1	1.5	0.0
Grade 6	2005	66.1	26.8	7.1	0.0
	2006	53.5	39.5	4.7	2.3
	2007	40.0	40.0	18.5	1.5
	2008	64.7	30.9	4.4	0.0

The table below shows Cleveland's PACT Science data. Cleveland's performance on the PACT science in 2008 showed significant gains in the number of students scoring basic or above in grades four and five. The data does show room for an overall improvement in the area of science. However, when comparing 2007 scores with 2008, the number of 4th grade students scoring below basic in 2007 decreased by approximately 33 % in 2008 (from 75% to 51%), while those students scoring basic and above increased by appx. 50% in 2008 as compared to 4th grade PACT scores reported in 2007. The scores reported for 5th grade students in 2008 also decreased in the number of students scoring below basic by approximately 15% (87.9% to 75.0%), while those students scoring basic and above increased from 6.1% in 2007 to 25% in 2008 (appx. 300%).

PACT Science	Year	%BB	%BA	%PF	%AD
Grade 3	2005	71.1	26.7	2.2	0.0
	2006	69.8	23.3	4.2	2.3
	2007	63.0	25.9	11.1	0.0
	2008	72.4	24.1	3.4	0.0
Grade 4	2005	68.1	25.6	6.4	0.0
	2006	83.3	14.6	2.1	0.0
	2007	75.8	18.2	4.5	1.5
	2008	51.0	34.7	10.2	4.1
Grade 5	2005	72.3	25.5	2.1	0.0
	2006	75.5	18.4	6.1	0.0
	2007	87.9	6.1	0.0	6.1
	2008	75.0	25.0	0.0	0.0
Grade 6	2005	73.3	21.7	5.0	0.0
	2006	86.0	14.0	0.0	0.0
	2007	68.6	28.6	2.9	0.0
	2008	93.9	0.0	3.0	3.0

The table below shows Cleveland's PACT Math data. Cleveland's performance on the PACT science in 2008 showed gains in the number of students scoring basic or above in grades four and five. The data does, however, show room for an overall improvement in the area of math.

PACT Math	Year	%BB	%BA	%PF	%AD
Grade 3	2005	45.5	47.7	6.8	0.0
	2006	46.5	48.8	4.7	0.0
	2007	55.6	38.9	3.7	1.9
	2008	61.4	35.1	3.5	0.0
Grade 4	2005	36.2	36.2	23.4	4.3
	2006	54.2	31.3	10.4	4.2
	2007	51.5	42.4	4.5	1.5
	2008	42.2	48.9	8.9	0.0
Grade 5	2005	44.7	46.8	4.3	4.3
	2006	40.8	40.8	16.3	2
	2007	65.2	25.8	6.1	3
	2008	55.4	40.0	3.1	1.5
Grade 6	2005	45.8	30.5	16.9	6.8
	2006	39.5	44.2	9.3	7
	2007	35.4	38.5	23.1	3.1
	2008	56.7	32.8	9.0	1.5

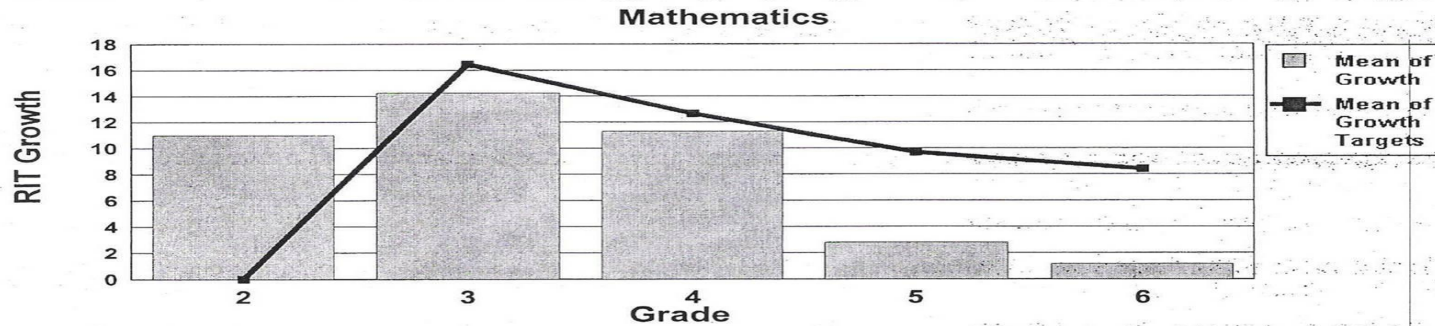
The MAP "Student Growth Summary - Fall 2006 to Fall 2007" shows grades five and six falling considerably short of growth targets for the year and grades three and four close to target in math. However, the reading data indicates overall room for improvement for all grade levels.

Student Growth Summary - Fall 2006 to Fall 2007

School: Cleveland Elementary School

* (Small Group Summary Display is ON)

Mathematics		Fall 2006		Fall 2007		Growth			Mean Growth Target **	Growth Index	Percent of Target	Count Meeting Growth Target	Percent Meeting Growth Target
	Count	Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Std Error					
Grade 2	1	157.0	0.0	168.0	0.0	11.0	0.0	0.0	0.0	11.0	0.0	1	100.0
Grade 3	36	171.5	10.1	185.8	9.3	14.3	6.9	1.2	16.4	-2.2	86.7	11	30.6
Grade 4	26	184.3	10.0	195.6	12.1	11.3	6.7	1.3	12.7	-1.3	89.4	12	46.2
Grade 5	47	196.4	11.2	199.2	12.3	2.8	10.1	1.5	9.7	-6.9	28.8	10	21.3
Grade 6	38	196.8	14.6	198.0	17.2	1.2	8.4	1.4	8.4	-7.2	13.8	7	18.4



* Summary data for groups with less than 10 students are shown as selected, but may not be statistically reliable.

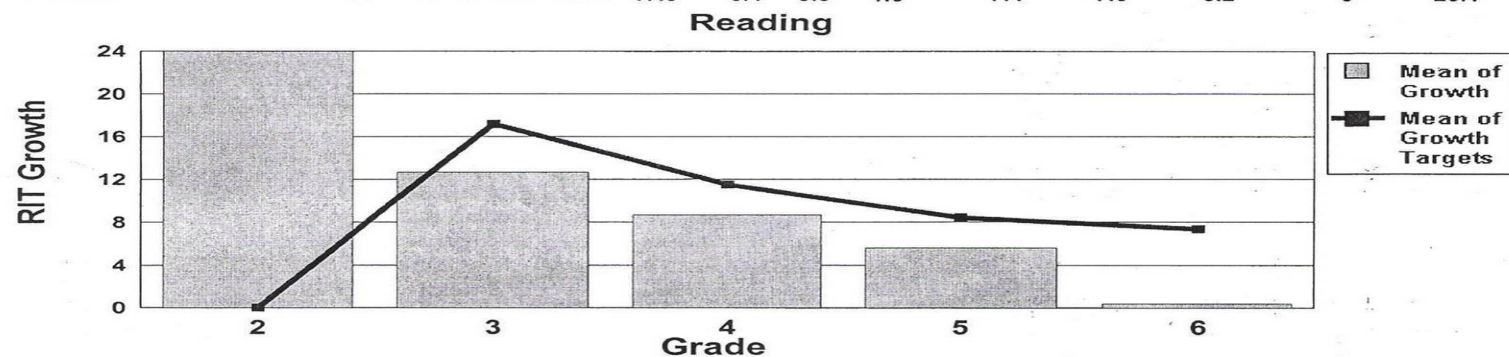
** All Targets based on NWEA 2005 RIT Scale Norms

Student Growth Summary - Fall 2006 to Fall 2007

School: Cleveland Elementary School

*(Small Group Summary Display is ON)

Reading		Fall 2006		Fall 2007		Growth			Mean Growth Target **	Growth Index	Percent of Target	Count Meeting Growth Target	Percent Meeting Growth Target
Count		Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Std Error					
Grade 2	1	140.0	0.0	164.0	0.0	24.0	0.0	0.0	0.0	24.0	0.0	1	100.0
Grade 3	35	168.2	14.0	180.9	13.0	12.7	8.3	1.4	17.2	-4.5	73.7	11	31.4
Grade 4	28	182.1	11.1	190.8	12.1	8.7	9.3	1.8	11.5	-2.8	75.5	12	42.9
Grade 5	47	191.2	12.9	196.8	12.9	5.6	8.4	1.2	8.4	-2.8	66.8	19	40.4
Grade 6	39	192.6	15.4	193.0	17.8	0.4	9.8	1.6	7.4	-7.0	5.2	9	23.1



* Summary data for groups with less than 10 students are shown as selected, but may not be statistically reliable.

** All Targets based on NWEA 2005 RIT Scale Norms

The MAP "Student Growth Summary – Fall 2007 to Spring 2008" shows grades three and four falling considerably short of growth targets for the year in math. However, grade five was close to their growth target and grade six surpassed their growth target for the year in math.

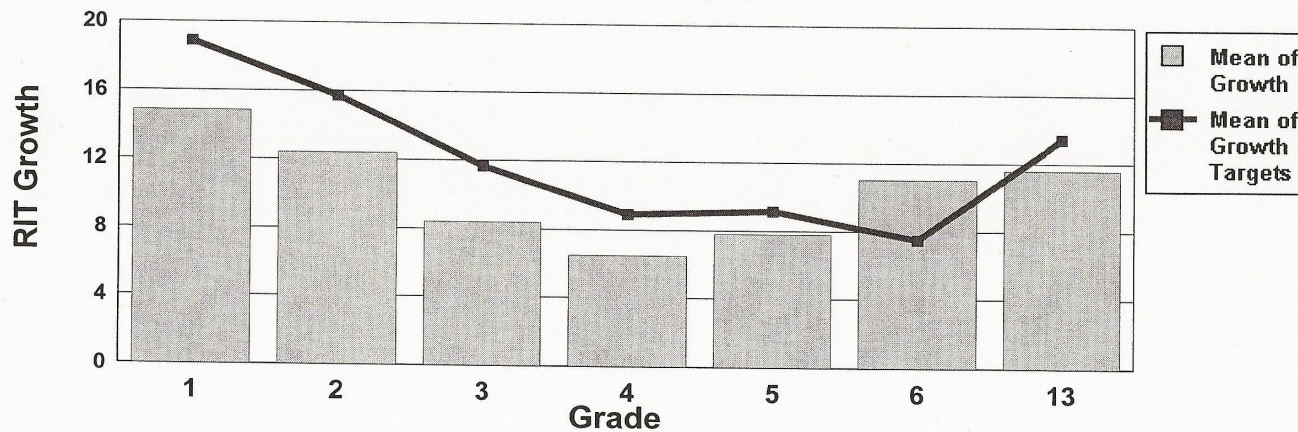
Student Growth Summary - Fall 2007 to Spring 2008

School: Cleveland Elementary School

*(Small Group Summary Display is ON)

Mathematics		Fall 2007		Spring 2008		Growth			Mean Growth Target **	Growth Index	Percent of Target	Count Meeting Growth Target	Percent Meeting Growth Target
	Count	Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Std Error					
Grade 1	55	147.3	9.0	162.1	12.7	14.8	8.0	1.1	18.9	-4.0	78.6	20	36.4
Grade 2	49	169.1	11.1	181.5	9.6	12.4	7.2	1.0	15.7	-3.3	78.8	15	30.6
Grade 3	40	185.5	8.9	193.9	8.4	8.4	6.8	1.1	11.7	-3.3	72.1	13	32.5
Grade 4	35	194.5	12.2	201.0	12.6	6.5	6.6	1.1	8.9	-2.4	72.8	14	40.0
Grade 5	48	199.2	12.3	207.0	10.3	7.8	10.6	1.5	9.1	-1.4	85.2	19	39.6
Grade 6	39	200.4	17.2	211.4	16.3	11.0	7.9	1.3	7.5	3.5	146.8	27	69.2
Grade 13	49	134.7	7.2	146.3	9.3	11.6	7.9	1.1	13.4	-1.8	86.3	24	49.0

Mathematics



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** All Targets based on NWEA 2005 RIT Scale Norms

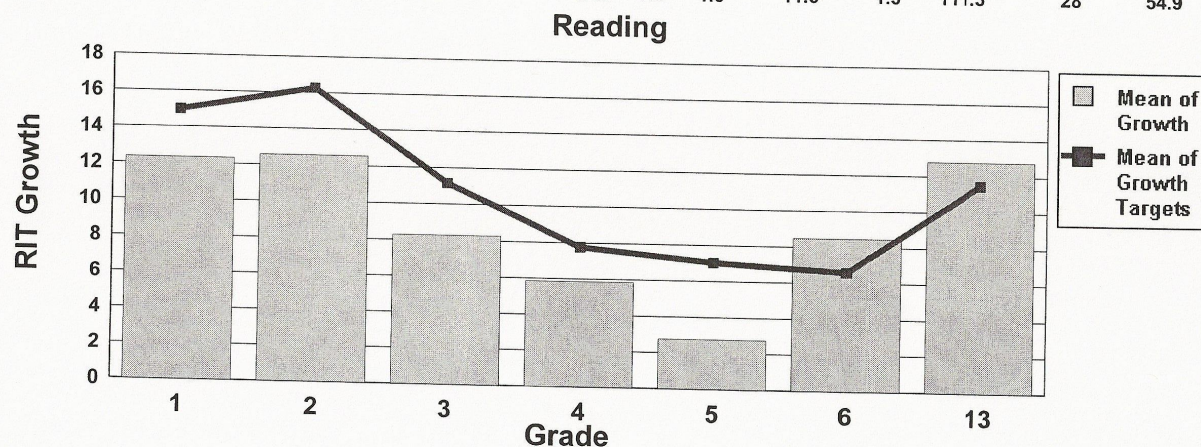
The MAP "Student Growth Summary – Fall 2007 to Spring 2008" shows grades three, four, and five falling considerably short of growth targets for the year in reading. However, grade six surpassed their growth target for the year in reading.

Student Growth Summary - Fall 2007 to Spring 2008

School: Cleveland Elementary School

*(Small Group Summary Display is ON)

Reading		Fall 2007		Spring 2008		Growth			Mean Growth Target**	Growth Index	Percent of Target	Count Meeting Growth Target	Percent Meeting Growth Target
	Count	Mean RIT	Std Dev	Mean RIT	Std Dev	Mean	Std Dev	Std Error					
Grade 1	55	150.4	7.8	162.7	9.4	12.3	6.1	0.8	15.0	-2.7	82.3	19	34.5
Grade 2	49	166.9	10.6	179.4	12.6	12.5	10.3	1.5	16.3	-3.7	77.2	14	28.6
Grade 3	40	181.1	12.4	189.3	13.5	8.2	10.5	1.7	11.2	-2.9	74.2	17	42.5
Grade 4	35	192.5	13.8	198.3	15.0	5.8	7.4	1.2	7.8	-1.9	75.4	16	45.7
Grade 5	47	196.5	12.1	199.2	10.5	2.7	9.7	1.4	7.0	-4.3	39.3	16	34.0
Grade 6	41	196.0	19.1	204.5	13.3	8.5	11.7	1.8	6.6	1.9	128.4	25	61.0
Grade 13	51	136.2	5.0	149.0	7.5	12.8	7.3	1.0	11.5	1.3	111.3	28	54.9



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** All Targets based on NWEA 2005 RIT Scale Norms

Narrative of Expected Progress:

Focused Student Achievement Goal 1: By April 1, 2009, an average of 60% of students in grades 3, 4, 5, and 6 will meet their NWEA RIT target growth in math as measured from Fall 2008 MAP to Spring 2009 MAP testing.

Based on analysis of the 2007 and 2008 PACT scores in the above summary of data, approximately 85%+ of students scored in the Basic and Below Basic performance levels in math. This analysis is supported by both longitudinal data and aligned MAP data. By targeting very specific instructional strategies in math and implementing best practices in the classroom, student achievement will improve and the school will meet expected progress.

Focused Student Achievement Goal 2: By April 1, 2009, an average of 60% of students in grades 3, 4, 5, and 6 will meet their NWEA RIT target growth in ELA as measured from Fall 2008 MAP to Spring 2009 MAP testing.

Based on analysis of the 2007 and 2008 PACT scores in the above summary of data, approximately 80%+ of students scored in the Basic and Below Basic performance levels in ELA. This analysis is supported by both longitudinal data and aligned MAP data. By targeting very specific instructional strategies in ELA and implementing best practices in the classroom, student achievement will improve and the school will meet expected progress.

Focused Student Achievement Goal 3: By April, 2009, 30% of students in grades 3, 4, 5, and 6 will increase their science benchmark results by 10 points as measured by the August 2008 pre assessments and the March 2009 post assessment. The Pre/Post assessments were generated from the Test For Higher Standards test bank by S. Flanagan, which is aligned and correlated with the South Carolina State science Standards.

Based on analysis of the 2007 and 2008 PACT scores in the above summary of data, approximately 90%+ of students scored in the Basic and Below Basic performance levels in science. Cleveland's performance on the PACT science test shows very little improvement over time, therefore, a strong focus is needed to improve student performance in science. By targeting very specific instructional strategies in science and implementing hands-on practices in the classroom, student achievement will improve and the school will meet expected progress.

Summary of Process Used to Develop the FSRP and the Persons Involved:

The process for developing the FSRP for the 2008-2009 school-year was based on data analysis and collaboration by the School Leadership Team. This team is composed of the principal, assistant principal, two master teachers, four mentor teachers, two educational consultants, district TAP liaison and the school technology specialist. This process involves gathering input from teacher representatives in all grade levels and content areas. Because these individuals have been involved in the development of the 2008-09 FSRP they will be able to carry out its implementation. Each person will play a key role in working directly with teachers in implementing the strategies, monitoring the progress of student achievement, and conducting periodic assessments.

Based on the ERT review of our school FSRP in the spring of 2008, a number of revisions have been made. The SLT and the ERTL met four days in August and September and spent in-depth time revising the FSRP to incorporate the recommendations and to align goals and strategies with the 2008 PACT data. Once the new draft was completed the SLT presented the plan to the entire faculty and the district office for additional input and review. The revised plan was submitted to the SCDE for review on September 19, 2008.

Addendum:

The Cleveland Elementary School Focused School Renewal Plan has been revised to reflect the recommendations of the ERT review team from the spring 2008 review process, and as a result of in-depth review by the School Leadership Team. School-wide initiatives (such as the year long program which was just implemented in July), classroom initiatives, state initiatives and guidelines, and district initiatives have all been considered as the school-based review process took place. Full implementation of all strategies and indicators will have a significant impact on classroom instruction and on student learning.

The following revisions have been made to the plan:

1. Goals 1, 2, 3 – These goals have been rewritten to include April 1, 2009 as the date of measurement and to reflect more ambitious %s for growth. Wording has been added to #3 to reflect alignment to the S.C. Standards.
NOTE: As the SLT reviewed the FSRP strategies for the ELA goal, specific areas of need were discussed, including, writing skills, reading comprehension skills, research skills, and higher level thinking skills. The expectations for all teachers is that ELA instruction is aligned to state standards and includes these areas. The SLT feels that specific strategies for these areas should be included in the 2009-2010 plan.
2. Strategies for Student Achievement Goal 1 – Seven new Math strategies were added and two strategies were deleted. The new strategies and indicators better reflect school initiatives aligned to test data and to the new year round school program. It was also felt that additional strategies needed to be added to support the more ambitious growth %s. The Compass Lab Strategy will still take place but teachers felt that the schedule was too limited to include as a strategy.
3. Strategies for Student Achievement Goal 2 - Two new ELA strategies were added and two strategies were deleted. The new strategies and indicators better reflect school initiatives aligned to test data and to the year round program. Two strategies were deleted because they are ongoing activities which are actually indicators of specific strategies.
4. Strategies for Student Achievement Goal 3 – All strategies from the original plan remain.
5. Student Goal Indicators – Statements have been added to each indicator which explain how each will be used to support achievement of the goal, including, type of documentation to be maintained, type of feedback to occur, and person responsible.
6. Principal and District Goals – Goals have been rewritten as SMART Goals to align with the student achievement goals in ELA and MATH.
7. Principal and District Indicators – Indicators have been rewritten to explain how each will be used to support achievement of the goal, including, type of documentation to be maintained, type of feedback to occur, and person responsible.
8. Timeline and Program Descriptions – The timeline and program descriptions have been revised to reflect all ongoing activities and all program initiatives identified in the FSRP.

The FSRP revisions and additions represent a committed and focused effort by the school administrative team, the school leadership team, and the school staff to set high expectations for the students and for themselves, and to create a school culture which ensures comprehensive learning opportunities for all students.

School Timeline:

June

School Leadership Team – Preliminary Planning
Create Master Classroom Schedule

July

Begin Modified School Calendar
Develop School Leadership Team Year-Long Meeting Calendar
Develop Teacher Observation Calendar
Staff Development (July 16 – 21)
Cluster / Differentiated Instructions Meetings (TAP) Begin
Pre-test Benchmarks - ELA, Math, Science

Ongoing/monthly

- School Leadership Team Meeting with District Office personnel

Ongoing/bi-weekly

- Faculty meetings/professional development

Ongoing/weekly

- School Leadership Team meeting – review/plan professional development
- Classroom observations conducted based on Instructional Rubric
- Cluster/Differentiated Instructions Meeting – Teacher Advance Program (TAP)
- Common Grade Level Meetings

August

Reading Recovery Program Begins
Accelerated Readers Program Begins
District In-Service Program (Aug. 15)
Foss/Delta Training for Science Kits with Science Educational Consultant (Aug. 13, 14)
New ELA and Writing Rubric Training with Educational Consultant (Aug. 21, 22)
Failure is Not an Option Book Study-Professional Growth Begins – Two Faculty Meetings Per Month
Data Day (1/2 day) for Data Analysis, Disaggregation of Data, and Instructional Planning

Ongoing/monthly

- School Leadership Team Meeting with District Office personnel
- Grade Level Collaboration with Educational Consultant on July Benchmark (Pre-test)

Ongoing/bi-weekly

- Faculty meetings/professional development

Ongoing/weekly

- School Leadership Team meeting – review/plan professional development
- Classroom observations conducted based on Instructional Rubric
- Cluster/Differentiated Instructions Meeting (TAP)
- Common Grade Level Meeting

September – (Intercession/Fall Break September 29-October 17)

Implement Three Week Intercession with ELA and Math Remediation

Morning Focus Reading Program Begins

Math Academy Begins – 2 times per week

After School Homework Academy Begins

Stop, Drop and Read Program Begins ; Accelerated Reader Program Begins

A Celebration of Families Workshop (September 20, 2008)

First Semester - Intercession for ELA and Math (September 29-October 10)

100% Math Fact Club Begins

MAP Testing

Failure is Not an Option Book Study-Professional Growth – Two Faculty Meetings Per Month

Writing Staff Development with Writing Consultant (Sept. 11, 12)

Ongoing/monthly

- School Leadership Team Meeting with District Office personnel
- Grade Level Collaboration with Educational Consultant
- Science Professional Development with Educational Consultant

Ongoing/bi-weekly

- Faculty meetings/professional development
- 100% Math Facts Club-Test

Ongoing/weekly

- School Leadership Team Meeting – review/plan professional development
- Classroom observations conducted based on Instructional Rubric
- Cluster/Differentiated Instructions Meeting (TAP)
- Common Grade Level Meeting
- Stop, Drop and Read

October

Testing Coordinator provides MAP Data Summary Reports for data analysis of student progress

SLT review MAP Data to re-evaluate the Math Academy, After School Homework Academy and First ELA/Math Intercession

Failure is Not an Option Book Study-Professional Growth – Two Faculty Meetings Per Month

Writing Staff Development with Writing Consultant

Schedule Math / Science Family Night

Ongoing/monthly

- School Leadership Team Meeting with District Office personnel
- Grade Level Collaboration with Educational Consultant

Ongoing/bi-weekly

- Faculty meetings/professional development
- 100% Math Facts Club-Test

Ongoing/weekly

- School Leadership Team Meeting – review/plan professional development for second semester
- Classroom observations conducted based on Instructional Rubric
- Cluster/Differentiated Instructions Meeting (TAP)

- Common Grade Level Meeting
- Stop, Drop and Read

November

Benchmark – ELA, Math, Science

Math and Science Night November 20, 2008

Failure is Not an Option Book Study-Professional Growth – Two Faculty Meetings Per Month

Writing Staff Development with Writing Consultant

Ongoing/monthly

- School Leadership Team Meeting with District Office personnel
- Grade Level Collaboration with Educational Consultant and teacher training

Ongoing/bi-weekly

- Faculty meetings/professional development
- 100% Math Facts Club-Test

Ongoing/weekly

- School Leadership Team Meeting – review/plan professional development
- Classroom observations conducted based on Instructional Rubric
- Cluster/Differentiated Instructions Meeting (TAP)
- Common Grade Level Meeting
- Stop, Drop and Read

December

Failure is Not an Option Book Study-Professional Growth Ends

Winter MAP Testing

Ongoing / monthly

- School Leadership Team Meeting with District Office personnel
- Grade Level Collaboration with Educational Consultant

Ongoing/bi-weekly

- Faculty meetings/professional development
- 100% Math Facts Club-Test

Ongoing/weekly

- School Leadership Team meeting – review/plan professional development
- Classroom observations conducted based on Instructional Rubric
- Cluster/Differentiated Instructions Meeting (TAP)
- Common Grade Level Meeting
- Stop, Drop and Read

January

Data Day (1/2 day) for Data Analysis, Disaggregation of Data, and Instructional Planning

Benchmark- ELA, Math, Science

Monthly Staff Development Plan for Second Semester with Educational Consultant, Writing Consultant, and Assistant Principal

Developed and Disseminated

Ongoing/monthly

- School Leadership Team Meeting with District Office personnel
- Grade Level Collaboration with Educational Consultant

Ongoing/bi-weekly

- Faculty meetings/professional development
- 100% Math Facts Club-Test

Ongoing/weekly

- School Leadership Team meeting – review/plan professional development
- Classroom observations by instructional rubric
- Cluster/Differentiated Instructions Meeting (TAP)
- Common Grade Level Meeting
- Stop, Drop and Read

February

Math and Science Day - February 19, 2009

Staff Development Activities Per Plan

Ongoing/monthly

- School Leadership Team meetings School Leadership Team Meeting with District Office personnel
- Grade Level Collaboration with Educational Consultant

Ongoing/bi-weekly

- Faculty meetings/professional development
- 100% Math Facts Club-Test

Ongoing/weekly

- School Leadership Team meeting – review/plan professional development
- Classroom observations by instructional
- Cluster/Differentiated Instructions Meeting (TAP)
- Common Grade Level Meeting
- Stop, Drop and Read

March - (Intercession/Spring Break March 16-April 3)

Second Semester - Intercession for ELA and Math

MAP testing

Benchmark - ELA Math

Post Test – Science

PASS-Writing

Staff Development Activities Per Plan

Ongoing/monthly

- School Leadership Team Meeting with District Office personnel
- Grade Level Collaboration with Educational Consultant

Ongoing/bi-weekly

- Faculty meetings/professional development
- 100% Math Facts Club-Test

Ongoing/weekly

- School Leadership Team Meeting – review/plan professional development
- Classroom observations conducted based on Instructional Rubric
- Cluster/Differentiated Instructions Meeting
- Common Grade Level Meeting
- Stop, Drop and Read

April

Math Academy Ends

Cluster / Differentiated Instruction Meetings End

PASS 21+ (school wide preparation for PASS)

Testing Coordinator provides MAP Data Summary Reports for data analysis of student progress

SLT reviews MAP Data to re-evaluate the Math Academy and After School Homework Academy

After School Homework Academy Ends

100% Math Facts Club Ends

Staff Development Activities Per Plan

Ongoing/monthly

- School Leadership Team Meeting with District Office personnel
- Grade Level Collaboration with Educational Consultant

Ongoing/bi-weekly

- 100% Math Facts Club-Test
- Faculty meetings/professional development

Ongoing/weekly

- School Leadership Team meeting – review/plan professional development
- Classroom observations conducted based on Instructional Rubric Ends
- Common Grade Level Meeting
- Stop, Drop and Read

May

Accelerated Readers Program Ends

Stop, Drop and Read Program Ends

Benchmark (Post Test) ELA Math

PASS testing

Ongoing/monthly

- School Leadership Team Meeting with District Office personnel
- Grade Level Collaboration with Educational Consultant

Ongoing/bi-weekly

- Faculty meetings/professional development

Ongoing/weekly

- School Leadership Team meeting – review/plan professional development

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 1: By April 1, 2009, an average of 60% of students in grades 3, 4, 5, and 6 will meet their NWEA RIT target growth in math as measured from Fall 2008 MAP to Spring 2009 MAP testing.

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.
Provide a Word Problem of the Day for grades 3-6 within the classroom.	Classroom Teachers, Master Teachers	Sept. 08	Providing a word problem of the day supports achievement of this math goal by providing students in grades 3-6 with daily thinking and problem solving skills. <ul style="list-style-type: none"> • The Word Problem of the Day will be introduced each morning and included in daily lesson plans. Lesson plans will be reviewed weekly by the master teacher. Math teachers will maintain documentation of the weekly word problems used at each grade level. • Feedback from this strategy will provide teachers will information regarding math content and process skills in order to monitor and adjust instructions. • This strategy will be documented and monitored by the classroom and master / mentor teacher.
Maximize math instructional time in grades 3-6 by increasing the amount of time spent on math instruction in the master schedule to 60 minutes uninterrupted instructional time.	SLT, Classroom Teachers, Administrative Team	Sept. 08	This 60 minutes daily instruction will support an increase in student achievement in math. <ul style="list-style-type: none"> • Unit lesson plans, indicating a minimum of 60 minutes of math instruction provided by classroom teachers will be reviewed and monitored by the administrative team weekly. Feedback will be provided as needed. • Monthly classroom observation records by the principal and the administrative assistant will indicate implementation of 60 minutes of math instruction daily. • A detailed schedule indicating a minimum of 60 minutes of math instruction will be posted outside

			<p>each teacher's classroom in grades 3-6.</p> <ul style="list-style-type: none"> Documentation, feedback to teachers and monitoring of this strategy will be the responsibility of the administrative staff.
Provide a "Math Academy" after school tutorial/mentor program in conjunction with one of the local colleges for students identified as target students.	School Leadership Team, Wofford Scholars, Master Teachers	Sept. 08	<p>This after school program will provide additional one-on-one tutorial support by volunteer college students to targeted 5th and 6th grade math students in order to increase student achievement.</p> <ul style="list-style-type: none"> Targeted students in grades 5 and 6 will be identified by the master teacher based on MAP and math benchmark assessments. The master teacher will develop and maintain a record of a master list of students and will coordinate student participation with the Wofford Scholars. Student assignments based on weekly classroom assessments and MAP data will be provided to the tutor by the classroom teacher. Documentation of this strategy will be evident by a weekly student attendance log which reflects student attendance at 1 hr per week. Master / mentor teacher will be responsible for monitoring and the documentation of this strategy.
Display and use a content (math) vocabulary word wall in math classrooms, grades 3-6.	Math Teachers	Sept. 08	<p>Providing daily reviews of math language supports literacy and comprehension of math content.</p> <ul style="list-style-type: none"> Colorful anchor charts of math vocabulary terms have been prepared for all math teachers to use when introducing and reviewing content. Follow ups will occur through administrative team and master/mentor observations and monitoring of lesson plans by master teachers for vocabulary activities. Feedback will be provided by master teachers to classroom teachers as needed. Word walls have been decorated in classrooms illustrating math content and process skills for classroom review of content as indicated on lesson plans. Lesson plans, math vocabulary assessment and classroom observations will be reviewed and monitored by classroom and master/mentor teachers.
Establish a 100% club for mastery of multiplication facts for students in grades 3-6.	Math Teachers	Sept. 08	<p>This strategy will ensure student achievement by providing students in grades 3-6 with on-going timed multiplication practice tests.</p> <ul style="list-style-type: none"> A multiplication test will be administrated by the

			<p>math teacher bi-weekly to all students in grades 3-6. 100% mastery will identify members of the Multiplication Fact Club. Rewards will be given for mastery.</p> <ul style="list-style-type: none"> • Documentation of this strategy will be provided by multiplication test results, reward pictures, certificates and teacher documentation indicating mastery/non-mastery. Lesson plans will reflect timed fact tests. • Each grade level teacher will maintain a file with class assessment results which will be reviewed by the master teacher on a monthly basis. • This strategy will be monitored and documented by the master/mentor and grades 3-6 math teachers.
<p>"Data Day" will be completed three times a year to analyze and interpret data from benchmark and MAP testing to differentiate instruction for targeted students. (NWEA)</p>	<p>Classroom Teachers, Educational Consultant, Master Teacher</p>	<p>August 08</p>	<p>Data Days will provide teachers with on-going training on analysis and interpretation of data from Benchmarks and MAP testing in order to differentiate instruction for targeted students, which will support student achievement.</p> <ul style="list-style-type: none"> • Teachers will be given a time line schedule of all dates for each benchmark administration/make-ups and for scheduled follow-up Data Days by the master teachers and records will be maintained. • The consultant will meet with all teachers on Data Days to assist teachers with disaggregating and analyzing three data analysis reports (objective, group, and item analysis reports). • The consultant will assist teachers with entering data into an interactive Excel data template, which will be used to generate graphs for sharing with students. • The consultant will meet with grade level teachers to develop a plan of action for diagnosing student deficiencies and misconceptions, targeting non-mastery of standards. The action plan should include plans for a standards-based flex group and other strategies for remediation. • The implementation of the action plans will be followed up during collaborative coaching sessions and classroom observations. The action plan will be reviewed and adjusted as needed by the consultant in collaboration with the administrative team. • Data analysis and action plans will be discussed at each grade level meeting as reflected by grade level meeting agendas as maintained by the grade

			<p>level chairperson.</p> <ul style="list-style-type: none"> • Lesson plans will be monitored by the master teacher and should reflect remediation strategies for non-mastery of standards. Records will be maintained by the master teacher. • Administrators and Educational Consultants will be responsible for monitoring and the documentation of this strategy. • Attendance at Data Day sessions will be maintained on sign-in logs by the master teachers.
Incorporate use of math journals, portfolios, and manipulative kits in grades 3-6 during math instructional time	Math Teachers	Oct. 08	<p>Math teachers in grades 3-6 will receive hands-on training on the use of Math Manipulative Kits, journals, portfolios and folders to support student literacy and comprehension skills of Math concepts in the classroom to support student achievement.</p> <ul style="list-style-type: none"> • Students will write for reflection, prediction, and other descriptive process skills related to math content and problem solving. Teachers will monitor these activities and provide verbal and written feedback to students. Student journals/portfolios will be maintained by the classroom teacher for each student. Classroom observations and weekly lesson plan reviews will be used for documentation. • In addition to observations, the administrative team will approve math rubrics, checklists and Math lexile scores logs to provide feedback to students on content, problem solving comprehension and overall math literacy progress • The master teacher will provide math note-taking training, which will be implemented in grades 3-6 for demonstrating math problem solving and recording math content activities. Note-taking process will be reviewed and monitored during collaborative coaching sessions, observations, and review of lesson plans. Student journals, folders, portfolios, classroom observations, and participation will be monitored for effectiveness of instruction and the measure of student achievement. • The master / mentor teacher will be responsible for monitoring and documentation of this strategy teacher.
Implement a two-week intercession, two times per year as part of the year round schedule for at risk students which provides focused instructions	Assistant Principal, Classroom	Sept. 08	This additional, two week intercession strategy will support student achievement by focusing on improving math for those students who scored Below Basic on Spring '08

in Math.	Teachers		<p>PACT and/or have not mastered standards taught within the current school year.</p> <ul style="list-style-type: none"> • Students will be selected based on "08 PACT, Benchmark testing and teacher recommendation. • Four hour classes are held on Monday-Thursday with a teacher to student ratio of 1:10. Daily attendance records will reflect student participation in the intercession. • Lesson plans, Student Portfolios and Daily Progress Reports will be maintained by the classroom teacher and reviewed by the assistant principal. Feedback will be provided as needed and records maintained. • Assistant principal will be responsible for monitoring and the documentation of this strategy.
Utilize Fantastic Five Math Drill daily in the math classrooms in grades 3-6.	Math Teachers, Master Teachers	Oct. 08	<p>This strategy will increase student achievement by reviewing the 5 math strands daily through daily math drills.</p> <ul style="list-style-type: none"> • The Fantastic Five Math Drill will be introduced each morning and included in daily lesson plans. The Fantastic Five Math Drill will be recorded in each student's math journal. Weekly review of lesson plans by the master teacher will document this strategy. • Feedback from this strategy will provide teachers with information regarding math content and process skills in order to monitor and adjust instructions. • Grade level meeting agendas will reflect implementation of the five math strands each week in the classroom. • This strategy will be documented and monitored by the classroom and master / mentor teacher.
Provide Family Math/Science Night two times per year.	Administration, Classroom Teachers	Dec. 08	<p>This strategy will support and increase student achievement by collaborating with parents and stakeholders to re-enforce the importance of everyday math skills at school and at home. Exposing students to Mathematics-based experiences and real-life connections, encourages students to compete globally and prepares them to "do the disciplines" instead of reading about it.</p> <ul style="list-style-type: none"> • School leadership team and teachers will identify a master list of approved in-school and out-of-school math experiences, prompting student exposure to

			<p>math.</p> <ul style="list-style-type: none"> • Lesson plans will be reviewed for referencing real-life connections. (Out of school experiences and/or text book referencing) • School Leadership team will approve the teacher recommended agenda for Math Night. A drop in-schedule will indicate parent and student attendance and participation in displayed activities. • Lesson plans, journal entries, and research reports will be reviewed for instructional effectiveness. • Parent and stakeholders sign in sheets, lesson plans, agendas and photos, and scheduled date of activity will provide documentation of this strategy. • Administrators and master / mentor teachers will be responsible for monitoring and the documentation of this strategy.
Implement weekly common grade level meetings which focus on math instructional objectives and student progress.	Math teachers, grade level chair, Master teachers	Sept. 08	<p>Weekly common grade level meeting will support an increase in student achievement in math by providing time for common grade level teacher collaboration.</p> <ul style="list-style-type: none"> • Common grade level teachers will meet weekly for the purpose of collaborating, review lesson plans and discussing the level of student mastery and the effectiveness of instructional strategies. Agendas will be maintained by the grade level chairs. • Documentation of the strategy will be the weekly minutes outlining the Math State Standards covered and other topics of discussion. Minutes will be submitted to the master teacher by the grade level chair person. • Grade level chair person and master / mentor teacher will be responsible for the monitoring and documentation of this strategy.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal

Focused Student Achievement Goal 2: By April 1, 2009, an average of 60% of students in grades 3, 4, 5, and 6 will meet their NWEA RIT target growth in ELA as measured from Fall 2008 MAP to Spring 2009 MAP testing.

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.
Implement a Morning Focus Reading Program for early morning student arrivals to increase opportunities for students to engage in independent reading.	Teachers	Sept. 08	The morning reading program will provide additional opportunities for students to read, which will support achievement of the ELA goal. <ul style="list-style-type: none"> Each classroom teacher will provide a reading log for each student in his/her classroom. The reading log will be a part of the homework folder. Classroom teachers will be responsible for insuring that each student maintains this folder. Students will record materials read onto the reading log, which must be initialed by the teacher on duty. The media specialist or the mentor/music teacher on duty will be responsible for monitoring this strategy and maintaining documentation. The media specialist or the mentor/music teacher on duty will be responsible for insuring that appropriate reading materials are available for the early morning reading program.
Provide classroom libraries for every class which reflect reading across the content areas in order to support additional independent reading activities.	Assistant Principal and Master teachers	July 08	Classroom libraries will be purchased for every class in order to increase the number of print materials available for students to read. Additional reading opportunities will support student achievement in ELA. <ul style="list-style-type: none"> Classroom book sets will be compiled and provided to each teacher in grades three through six by administrators. Weekly lesson plans will reflect daily independent reading activities. Lesson plans will be reviewed weekly and documentation will be maintained by the master teachers.

			<ul style="list-style-type: none"> Classroom walk throughs will indicate the use of independent reading activities in the classrooms. Feedback will be provided to teachers, as needed, by the master teachers and administrative team. Administrators and Master teachers will be responsible for monitoring and the documentation of this strategy.
Establish an After School Homework Academy for at risk students in grades 1-6 that will focus on reading comprehension skills. Students are identified by PACT scores, Dominie scores, and teacher recommendations.	Assistant Principal, Mentor Teacher	Sept. 08	<p>Establishing an After School Homework Academy (Three days per week for 1.1/2 hours) will be used to support achievement in reading comprehension by providing at risk students with specific reading comprehension strategies and focused instruction.</p> <ul style="list-style-type: none"> Teacher made tests, benchmark results, student performance, MAP RIT scores and student attendance will be used as documentation to monitor progress, achievement and dismissal from the Homework Academy. Follow-up will occur at the School Leadership Team meeting after Fall and Spring MAP are administered to 2 - 6 grade students and data results are analyzed. Virginia Jones and the homework academy teachers will be responsible for monitoring and documentation of this strategy.
Administer three Flanagan English-Language Arts Benchmarks in grades K-6 to measure targeted growth (Pre-Post Assessment) in grade appropriate, Reading State Standards.	Educational Consultant, Master Teachers	July 08	<p>Pre-Post Benchmark will be administered in July 2008 and March 2009. ELA Benchmark 1, 2 and 3 will be administered in November 2008, January and March 2009. Test results will be analyzed to determine mastery of specific reading comprehension state standards and to determine specific strengths, weaknesses, and remediation needs to ensure achievement of this goal.</p> <ul style="list-style-type: none"> Documentation for this goal will be held in Via-Test, as well as compiled and retained by the principal and Educational Consultant. Three Data days will be held to assist teachers in analyzing Benchmark and MAP data to gain an understanding of trends, patterns, gaps, strengths and weaknesses in reading comprehension strategies, as well as, to become proficient in data analyzes. Feedback from Benchmarks 1, 2, and 3, as well as the pre-post assessments, will provide each teacher with specific student mastery or non-mastery of selected Reading State Standards Educational Consultant will be responsible for

<p>Implement differentiated instructional strategy, "Principles that Guide Differentiated Classrooms" (ASCD article) in each classroom as evidenced by weekly subject-specific, (ELA) lesson plans and classroom observations by the School Leadership Team. Lesson plans will reflect ELA Instructional Strategies aligned to the SC Standards, including, specific writing activities, research skills, reading comprehension activities, and the use of critical thinking skills in daily reading instruction.</p>	<p>Master teachers, School Leadership Team, Classroom teachers, Educational Consultant</p>	<p>July 08</p>	<p>monitoring and the documentation of this strategy.</p> <p>Providing differentiated instructional strategies will assist teachers in changing the pace, level or kind of instructions provided in response to individual learners' needs, styles, or interest and to ensure our achievement goal.</p> <ul style="list-style-type: none"> ▪ Documentation of this strategy will be evident by weekly lesson plans, e-mailed to the Master Teacher on Monday before 9:00. All lesson plans will be checked and instructional feedback provided for differentiated instruction the following day. ▪ Strategies for differentiated instruction will be provided to teachers, by the master teacher, as part of the weekly Teacher Advancement Program Cluster Meetings. Documentation will include agendas and handouts, which will be maintained by the master teachers. ▪ Administrators, master and mentor teachers will conduct classroom follow-ups and observations to observe implementation of differentiated instruction in each classroom as well as maintain observation records and provide feedback to teachers as needed. ▪ Walk-Through Observation Forms will be used to document the use of differentiated instruction in the classroom. ▪ Master / Mentor teachers will be responsible for monitoring and the documentation of this strategy.
<p>Implement an Accelerated Readers Program for student in 1-6 to enhance reading comprehension in various fictional and non-fictional books.</p>	<p>Media Specialist, Assistant Principal, Career Teachers</p>	<p>August 08</p>	<p>This strategy will be used to support the reading goal by making four essential reading practices more effective for every student on his/her current reading level.</p> <ul style="list-style-type: none"> • In August, each student will be given a STAR test to determine individual reading level. Once determined, students will select Accelerated Readers books based on their appropriate reading level. STAR will be given again in January and March to measure growth. • Documentation for this strategy will be evident by STAR Progress Report and weekly teacher-parent progress reports provided by the media specialist. Each weekly progress report will list the book read, grade level, number of points earned and percentage of mastery. This documentation and feedback will assist teachers and parents in monitoring the types of genres read, student mastery level and read comprehension ability

			<p>levels. The media specialist will maintain student assessment results, reading logs, and progress reports.</p> <p>Students may join the "Points Club" for mastery of 70% or above. Once earned the following rewards are given:</p> <ul style="list-style-type: none"> • 10 points= a certificate and his/her name announced on the intercom • 100 points = ice cream party • 250 points= name listed on the Wall of Fame • 500 points= a reading trophy. <p>The media specialist will be responsible for monitoring / maintain a list of all students by class and grade level who earned rewards and the documentation of this strategy.</p>
Implement a weekly 15 minutes School-wide Stop, Drop and Read Program for all faculty, staff and students in K-6.	Administrators, faculty and staff	Sept. 08	<p>Implementing a weekly, 15 minute, school-wide Stop, Drop and Read Program will maximize the schools ability to ensure the achievement goal by helping all faculty, staff and students in K-6 build the capacity to support the adoption and sustained use of research-validated reading practices.</p> <ul style="list-style-type: none"> • Each Friday at 2:00, all faculty, staff and students will be requested via a school-wide announcement to Stop, Drop and Read for 15 minutes. Each student will maintain in his/her reading log the selected reading and the number of pages read. Classroom teachers will monitor each student's reading log. • Classroom observations and classroom lesson plans will reflect the implementation of Stop, Drop and Read. Feedback will be provided by the principal to individual teachers as needed. • Administrators and classroom teachers will be responsible for monitoring and the documentation of this strategy.
Implementation of a Reading Recovery program and Reading Intervention program for grades 1-2.	Reading Recovery Team	August 08	<p>This strategy will increase student achievement by providing additional, daily one-on-one or small group, instruction to first and second graders who are identified as reading below grade level.</p> <ul style="list-style-type: none"> • Documentation of this goal will be evident by daily lesson plans and running records. • Analysis of running records will provide feedback of specific strategies to address student deficiencies. • The reading recovery teachers will be responsible for monitoring and the documentation of this strategy.
All teachers in grades K-6 will meet weekly in	Administrators	July 08	This strategy will be used to support the reading goal by

specific grade level clusters with TAP master and mentor teachers to discuss effective implementation of specific ELA state standards in the classroom. Instructional strategies which focus on increasing student achievement in ELA will include specific writing activities, development of research skills, reading comprehension, and critical thinking skills. These focused strategies will be aligned to the prior strategy which focuses on differentiated classrooms.	Master and Mentor Teachers		<p>providing all teachers with a weekly, sixty minute, on-going, specific ELA Cluster Meeting, which focuses on student based strategies to increase student achievement.</p> <ul style="list-style-type: none"> • Weekly, 60 minute Cluster meeting will introduce and model, specific research based reading strategies to be implemented immediately within the classroom. • Weekly teacher follow-up will allow for immediate coaching, feedback and classroom assistance by the Master or Mentor teacher. • Weekly Cluster Meeting Records, Follow-up Sheets, Agendas and CODE will provide documentation of this strategy. • Master / Mentor teachers and administrators will be responsible for monitoring and the documentation of this strategy.
Implement a two week intercession two times per year as part of the year round schedule and provide remediation for at risk students which includes focused instruction in ELA.	Administrators	Sept. 08	<p>This additional two week intercession strategy will support student achievement by focusing on improving ELA for those students who scored Below Basic on Spring '08 PACT and/or have not mastered standards taught within the current school year.</p> <ul style="list-style-type: none"> • Students will be selected based on '08 PACT, Benchmark and teacher recommendation. • Four hour classes are held on Monday-Thursday with a teacher to student ratio of 1:10. Daily attendance records will reflect student participation in the intercession. • Lesson plans, Student Portfolios and Daily Progress Reports will be maintained by the classroom teacher and reviewed by the assistant principal. Feedback will be provided as needed and records maintained. • Assistant principal will be responsible for monitoring and the documentation of this strategy.
Maximize ELA instructional time by ensuring all students in grades K-6 will participate in a minimum of 90 minutes of ELA instruction daily. Meet with grade level teams weekly to review areas of instruction that are to be taught each nine week period.	Teachers, Administration Team	Sept. 08	<p>This 90 minutes daily instruction will support an increase in student achievement in ELA.</p> <ul style="list-style-type: none"> • Weekly lesson plans, indicating a minimum of 90 minutes of ELA instruction, provided by classroom teachers will be reviewed and monitored by the master teacher and administrative team. • Monthly classroom observation records by the principal and the administrative assistant will indicate implementation of 90 minutes of ELA instruction daily. Feedback to teachers will be

			<p>provided by the principal and/or administrative assistant.</p> <ul style="list-style-type: none"> • A detailed schedule indicating a minimum of 90 minutes of ELA instruction will be posted outside each teacher's classroom in grades K-6. • The master teacher will meet weekly with grade level teachers to provide teacher training and to plan for content that is to be taught each nine weeks. The master teacher will keep a log of all team meetings and provide a report to the principal. • Administrators will be responsible for monitoring and the documentation of this strategy.
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<p align="center">FOCUSED SCHOOL RENEWAL PLAN</p> <p align="center">2008–09 School Year of Implementation</p> <p align="center">Student Achievement Focused Goal</p>			
<p>Focused Student Achievement Goal 3: By April, 2009, 30% of students in grades 3, 4, 5, and 6 will increase their science benchmark results by 10 points as measured by the August 2008 pre assessments and the March 2009 post assessment. The Pre/Post assessments were generated from the Test For Higher Standards test bank by S. Flanagan, which is aligned and correlated with the South Carolina State science Standards.</p>			
<p align="center">Strategy</p> <p>List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.</p>	<p align="center">Person(s) Responsible (Position/Name)</p>	<p align="center">Start Date of Strategy</p>	<p align="center">Indicator(s) of Implementation</p> <p>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</p>
<p>Administer Benchmark assessments for generating data, which will be analyzed to plan for effective instruction and adjust classroom instruction as needed.</p>	<p>Administration, Master Teachers Consultant, and teachers</p>	<p>August 08</p>	<p>Benchmark results and analysis of the data will be used to plan and monitor effective instruction.</p> <ul style="list-style-type: none"> • Teachers will be given a time line schedule of all dates for each benchmark administration/make-ups and for scheduled follow-up Data Days. • The science consultant will meet with all teachers on Data Days to assist teachers with disaggregating and analyzing three data analysis reports (objective, group, and item analysis reports). • The consultant will assist teachers with entering the data into an interactive Excel data template, which will be used to generate graphs for sharing with students.

			<ul style="list-style-type: none"> • The consultant will meet with grade level teachers to develop a plan of action for diagnosing student deficiencies and misconceptions, targeting non-mastery of standards. The action plan should include plans for a standards-based flex group and other strategies for remediation. Grade level agendas will reflect discussion and implementation. • The implementation of the action plans will be followed-up during collaborative coaching sessions and classroom observations. The action plan will be reviewed and adjusted as needed. • Lesson plans will be monitored by the science consultant and should reflect remediation strategies for non-mastery of standards. Feedback will be provided as needed. • Educational Consultant will be responsible for monitoring and the documentation of this strategy.
Provide differentiated instruction in all classes for addressing needs of all students.	Administrators, Master teachers. Consultant, and classroom teachers	August 08	<p>Providing differentiated instruction during classroom instruction will ensure that the needs of all students are addressed.</p> <ul style="list-style-type: none"> • TAP Cluster Sessions will use an observation rubric for implementing Differentiated Instruction strategies in the classroom. (ex. How well teachers know their students and flex grouping) • Using the DI Framework for differentiating classroom instruction, the consultant will plan with master teachers to provide ongoing staff development on the implementation, monitoring, and maintenance of differentiated instruction. • The consultant will develop data-driven student grouping templates, which will be used to identify needs in the four principles of Differentiated Instruction (content, process, product, and environment). The flex grouping templates are fluid and will be monitored and adjusted based on student mastery. Pre-test group reports will be used to identify student readiness and flex groups • The SLT will review samples of Interest and learning style surveys as a basis for differentiating classroom instruction. Upon their selection and approval, teachers will administer the selected surveys to all students and summarize data results for each student, addressing specific interests and learning styles during classroom instruction. Lesson plans and classroom observations will be used to

			<p>monitor differentiation of the instruction.</p> <ul style="list-style-type: none"> Classroom observations, lesson plans, and grade level meeting agendas will be used to monitor the implementation and maintenance of Differentiated Instruction. Master/Mentor teachers will be responsible for monitoring and the documentation of this strategy.
Utilize Science Lab on a weekly basis for conducting safe, inquiry-based, hands-on experiences by grades K-6	Administration, Master Teachers, Teachers and Educational Consultants	Sept. 08	<p>The utilization of the science lab coupled with classroom lab activities, will provide multiple opportunities for students to experience safe inquiry-based science activities.</p> <ul style="list-style-type: none"> A master science lab assignment schedule for grades K-6 will be developed by the consultant with input from teachers and the master teachers. The lab assignment schedule will be posted outside the lab door and teachers will receive a copy. Teachers will sign-in and out of the science lab facility as they frequent the lab in compliance with the lab usage schedule. Review of lesson plans by the science consultant and the master teachers weekly will ensure that variations of the inquiry-based scientific method are taught and practiced during lab time. Science teachers will receive on-going training on the use of FOSS/Delta and STC Kits and safety in the lab. Observations in the science labs and review of lesson plans will be used to monitor safety and the use of the science kits. The consultant will provide a sign-out sheet outside of the science resource room and storage areas for teacher accessibility to science kits, materials, etc. The science consultant will train teachers in proper chemical hygiene and safety in the science lab. Teachers will provide signature and receive a certificate for participation in training. Teachers must submit a parent-signed Student Safety Contract prior to participating in a lab activity conducted in the lab or classroom. These will be monitored with a checklist as students turn them in to the teacher. The consultant will monitor the presence of safety contract when labs are conducted in classrooms or the lab facility. The science consultant will provide teachers the FOSS/Delta and STC Kit State Standards Correlations for referencing lab activities when

			<p>preparing lesson plans. Lesson plans will also be monitored for use of science kit.</p> <ul style="list-style-type: none"> • A Best Practice notebook of standards-based lab activities will be compiled and maintained to supplement the SDE Kit activities and teacher-selected lab activities (identified/targeted as PACT Inquiry Issues) • Observations in Science labs using inquiry process skills and Science logs will be reviewed and monitored by the science consultant. Feedback will be provided as needed. • A partnership has been formed with area universities for Clinical I and II Student Teachers to assist science teachers and students in the science lab. They will sign-in and out of the lab when planning and preparing standards-based lab activities. • The Educational Consultant and science teachers will be responsible for monitoring and the documentation of this strategy.
Implement journal writing in the content area for improving literacy and comprehension.	Assistant Principal, Master Teachers, Consultant, and classroom teachers	August 08	<p>The use of journals, portfolios, folders, etc. will be used to support student literacy and comprehension of science content.</p> <ul style="list-style-type: none"> • Students will write for reflection, predictions, and other descriptive process skills related to science content and inquiry. Teachers will monitor these activities and provide verbal and written feedback to students. Follow-up will include curriculum calibration and rubric used with teachers during collaborative sessions conducted by the consultant and master teachers. • In addition to observations, the administrative team will approve writing rubrics, checklists, lexile reading logs, etc. to provide feedback to students on their writing, comprehension and overall literacy progress • The consultant will provide science note-booking training in July, which will be implemented in grades 3-6 for demonstrating writing skills when modeling inquiry-based science process skills and recording science content activities. Note-booking process will be reviewed and monitored during collaborative coaching sessions, observations, and review of lesson plans. • Student logs, observations, and participation will be

			<p>monitored for effectiveness of instruction and the measure of student achievement.</p> <ul style="list-style-type: none"> Master / mentor teachers will be responsible for monitoring and the documentation of this strategy.
Provide "vocabulary word focus" daily to teach and review scientific language of standards and content at each grade level for improving science literacy and comprehension.	Master teachers, Consultant, and classroom teachers	July 08	<p>Providing daily reviews of scientific language supports literacy and comprehension of science content.</p> <ul style="list-style-type: none"> Colorful flashcards of science vocabulary terms have been prepared for all science teachers to use when introducing and reviewing content. Follow ups will occur through observations and monitoring lesson plans for vocabulary activities by the science consultant. The use of science non-fiction books, which will be based on students' grade level lexiles standard scores, will be used for independent, group, and whole group read a-louds to reinforce reading comprehension, as reflected in student reading logs and monitored by the classroom teacher and the science consultant. Word walls have been decorated in classrooms illustrating science content and process skills for classroom review of content as indicated on lesson plans. The use of science note-books, journals, and writing prompts that encourage student comprehension will allow students to review the scientific content. Teachers will collect and provide academic feedback to students. The master teachers will follow up progress during grade level meetings. Weekly lesson plans and observations will be reviewed and monitored for instructional effectiveness of student achievement. Feedback will be provided as needed. Master / Mentor teachers and the science consultant will be responsible for monitoring and the documentation of this strategy.
Provide scientifically based field experiences and real-life connections for student exposure.	Administrators, Teachers, and Consultant	Sept. 08	<p>Exposing students to scientifically-based field experiences and real-life connections, encourages students to compete globally and prepares them to "do the disciplines" instead of reading about it.</p> <ul style="list-style-type: none"> School leadership team and teachers will identify a master list of approved in school and out of school experiences, prompting student exposure to science. The list will be maintained by the science

			<p>consultant. Records of field trips by the assistant principal.</p> <ul style="list-style-type: none"> • Lesson plans will be reviewed for referencing real-life connections. (Out of school experiences and/or text book referencing) • School Leadership team will approve Science Club criteria for implementation and membership affiliation into the South Carolina Junior Academy of Science. Record of membership criteria and affiliation will be maintained by the science consultant. • School Leadership team will approve the teacher recommended agenda for Science/Math Night. A drop in-schedule will indicate parent and student attendance and participation in displayed activities. • Lesson plans, journal entries, and research reports will be reviewed for instructional effectiveness. Feedback will be provided by the science consultant as needed. • Administrators and the science consultant will be responsible for monitoring and the documentation of this strategy.
Use technology to perform scientifically based research for remaining abreast in current science trends and issues.	Teachers and Technology Specialist	Sept. 08	<p>Providing the opportunity for students in grades 3 through 6 to participate in a local, state, and national science fair competition, will encourage scientific research and exposure to current trends and issues in science.</p> <ul style="list-style-type: none"> • A science fair timeline in compliance with the regional science fair will be developed by the science fair committee and approved by the school leadership team. The timeline will be maintained by the chair of the science fair committee. • Standards-based topics for online Web-Quests will be identified, reviewed and approved based on the correlations to the South Carolina science standards by the grade level teachers, master teachers and the science consultant. • Observations, lesson plans, journals will be used to monitor effectiveness. Feedback will be provided as needed. • Administrators and the science consultant will be responsible for monitoring and the documentation of this strategy.

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 1: By April 1, 2009, an average of 60% of students in grades 3, 4, 5, and 6 will meet their NWEA RIT target growth in math as measured from Fall 2008 MAP to Spring 2009 MAP testing.

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.
Conduct weekly School Leadership Team meetings that focus directly on increasing student achievement in ELA, science, math, and social studies.	Principal, Master teachers, Mentor teachers, Assistant Principal	Sept. 08	Weekly School Leadership Team meetings which focus on data analysis, aligned instruction, and high classroom expectations will result in higher student achievement in math. <ul style="list-style-type: none"> The School Leadership Team will analyze student test data to identify staff development needs. Results of the analysis will determine the extent of professional development needed to help teachers improve the quality of their instructional delivery. Copies of agendas and minutes from all School Leadership Team meetings will be compiled and retained by the principal. The minutes will reflect the specific agenda items, group discussion, and follow-up. A professional development plan for 2008-2009 for teachers based on the results will be developed and implemented by master teachers and consultants. Sign in logs and agendas will be maintained by the principal and assistant principal. The principal will attend grade level meetings at least once a month to work with teachers on use of student data and follow through on professional development sessions. Copies of grade level meeting minutes will be compiled and maintained by the principal. Feedback will be provided as needed.
Develop faculty meeting agendas and conduct	Principal, Master	Sept. 08	Monthly faculty meetings which focus on improving

monthly faculty meetings that are aligned to the FSRP and focus on increasing student math achievement.	teachers, Mentor teachers, Assistant Principal		<p>classroom instruction will support increased student achievement in math.</p> <ul style="list-style-type: none"> Teachers will be given an opportunity to discuss and review the overall academic progress of the school during faculty meetings that address specific academic issues. The principal will compile and maintain copies of all faculty meeting agendas, notes, sign-in sheets and teacher evaluation sheets. The evaluation sheets/responses will assist in determining the direction and content of grade level meetings.
Conduct monthly meetings with the School Leadership Team <u>and</u> district office representative(s) i.e. superintendent, director of testing and accountability, and/or coordinator of elementary education to focus on the progress of achieving the goal of increasing student achievement in math.	Principal, Master teachers, Mentor teachers, Assistant Principal	August 08	<p>In order to monitor student achievement and maintain district support, the principal will do the following</p> <ul style="list-style-type: none"> Conduct joint planning and follow-up meetings between School Leadership Team and district office staff. Agendas will be maintained by the principal. Compile and maintain minutes from group meetings with follow-up suggestions. Communicate and follow-up with faculty the suggestions for improving student achievement. A record of all follow-up will be maintained by the principal.
Conduct daily classroom observations	Master teachers, mentor teachers, Principal, Assistant Principal	July 08	<p>Improving student achievement requires giving teachers regular feedback on specific ways to improve instruction. Therefore, the principal and assistant principal will:</p> <ul style="list-style-type: none"> Conduct daily classroom walk throughs. Conduct formal classroom observations based on the teacher observation schedule maintained by the principal. Conduct follow-up conferences Meet with teachers to discuss student performance and ways to individualize student learning as a follow up to observations. Observation and conference records will be maintained by the principal and assistant principal.
Provide appropriate on-going professional development for all teachers in effective instructional practices in the content area of math.	Principal, Master teachers, Assistant Principal	July 08	<p>On-going quality professional development is necessary for improving student achievement. The level of student achievement is directly related to the specific content, consistency and delivery of effective staff development. The principal will assist in the development and delivery of quality professional development for teachers by doing the following:</p> <ul style="list-style-type: none"> Work with School Leadership Team to identify teachers' strengths and areas for improvement

			<ul style="list-style-type: none"> • Work with consultants and master teachers to develop and schedule specific professional development activities • To monitor the conducting of staff development activities by compiling and maintaining agendas, sign-in sheets, hand-out material, and evaluation forms • Use evaluation results to improve teacher instruction thereby improving student achievement.
Provide "Data" Days to work with specialists to develop understanding of math data use and its implications for the classroom	Science, ELA, math and social studies consultants, Master teachers	August 08	<p>The ability to understand, disaggregate, and use data is key to improving student achievement. As instruction leader the principal has the responsibility for providing staff development opportunities for teachers to improve and utilize their data analysis skills. Therefore, the principal will:</p> <ul style="list-style-type: none"> • Work with consultants and members of the School Leadership Team to develop a plan that outlines the purpose, content for training and evaluation for "Data Days." "Data Days" are days that are designed to give teachers training on how to disaggregate test data to improve instruction. • Collect and maintain sign-in sheets, handout material used in training, teacher evaluation forms. • Meet with consultant and School Leadership Team to review evaluation forms for the purpose of improving and responding to teachers' staff development needs.
Schedule weekly grade level planning meetings which include specific agenda items on differentiating instruction in math.	Principal, Assistant Principal, Master teachers	July 08	<p>In order to improve student achievement, it is necessary to provide support and feedback to teachers on the implementation of effective instructional strategies and differentiated learning. The principal will:</p> <ul style="list-style-type: none"> • Meet with each grade level for the purpose of discussing the level of student mastery and the effectiveness of instructional strategies. • Compile and maintain minutes of each meeting. Minutes will include notes and plans for follow-up (classroom observations).
Develop a lesson plan template to coincide with lesson plans in math.	Principal, Assistant Principal, Master teachers	July 08	<p>Student achievement is increased when teachers prepare and implement lessons that focus on state standards with specific objectives. The principal will:</p> <ul style="list-style-type: none"> • Provide a lesson plan template for teacher use • Consult with School Leadership Team and teachers regarding revisions or modifications • Develop a system for weekly review of plans and feedback to teachers as needed.

			<ul style="list-style-type: none"> • Provide training to faculty at faculty meetings regarding implementation of math unit lesson plan templates as recorded on faculty meeting agendas. • Classroom observation walk-throughs and formal observation records maintained by the master teachers and the principal will reflect implementation of the math lesson plan template.
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FOCUSED SCHOOL RENEWAL PLAN 2008–09 School Year of Implementation Principal’s Instructional Leadership Focused Goal to Increase Student Achievement			
Focused Principal’s Instructional Leadership Goal 2: By April 1, 2009, an average of 60% of students in grades 3, 4, 5, and 6 will meet their NWEA RIT target growth in ELA as measured from Fall 2008 MAP to Spring 2009 MAP testing.			
Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.
Conduct weekly School Leadership Team meetings that focus directly on increasing student achievement in ELA.	Principal, Master teachers, Mentor teachers, Assistant Principal	Sept. 08	Weekly School Leadership Team meetings which focus on data analysis, aligned instruction, and high classroom expectations will result in higher student achievement in ELA. <ul style="list-style-type: none"> • The principal will set high expectations for focused leadership from SLT members to ensure comprehensive implementation of the FSRP in all areas as reflected by agenda items and meeting minutes. • The School Leadership Team will analyze student test data to identify staff development needs. Results of the analysis will determine the extent of professional development needed to help teachers improve the quality of their instructional delivery. • Copies of agendas and minutes from all School Leadership Team meetings will be compiled and retained by the principal. • The minutes will reflect the specific agenda items, group discussion, and follow-up. • A professional development plan for 2008-2009 for teachers based on the results will be developed and

			<p>implemented by master teachers and consultants. Sign in logs and agendas will be maintained by the principal and assistant principal.</p> <ul style="list-style-type: none"> The principal will attend grade level meetings at least once a month to work with teachers on use of student data and follow through on professional development sessions. Copies of grade level meeting minutes will be compiled and maintained by the principal. Feedback will be provided as needed.
Develop faculty meeting agendas and conduct monthly faculty meetings that are aligned to the FSRP and focus on increasing student ELA achievement.	Principal, Master teachers, Mentor teachers, Assistant Principal	Sept. 08	<p>Monthly faculty meetings which focus on improving classroom instruction will support increased student achievement in ELA.</p> <ul style="list-style-type: none"> Teachers will be given an opportunity to discuss and review the overall academic progress of the school during faculty meetings that address specific academic issues. Bi-monthly professional development will be provided to the faculty by the assistant principal. Topics and sign in sheets will be maintained by the assistant principal. The principal will compile and maintain copies of all faculty meeting agendas, notes, sign-in sheets and teacher evaluation sheets. The evaluation sheets/responses will assist in determining the direction and content of grade level meetings.
Conduct monthly meetings with the School Leadership Team <u>and</u> district office representative(s) i.e. superintendent, director of testing and accountability, and/or coordinator of elementary education to focus on the progress of achieving the goal of increasing student achievement in EIA.	Principal, Master teachers, Mentor teachers	August 08	<p>In order to monitor student achievement and maintain district support, the principal will do the following</p> <ul style="list-style-type: none"> Conduct joint planning and follow-up meetings between School Leadership Team and district office staff. Agendas will be maintained by the principal. Compile and maintain minutes from group meetings with follow-up suggestions. Communicate and follow-up with faculty the suggestions for improving student achievement. A record of all follow-up will be maintained by the principal.
Conduct daily classroom observations	Master teachers, mentor teachers, Principal, Assistant Principal	July 08	<p>Improving student achievement requires giving teachers regular feedback on specific ways to improve instruction. Therefore, the principal and assistant principal will:</p> <ul style="list-style-type: none"> Conduct daily classroom walk throughs. Conduct formal classroom observations based on the teacher observation schedule maintained by the principal.

			<ul style="list-style-type: none"> • Conduct follow-up conferences • Meet with teachers to discuss student performance and ways to individualize student learning as a follow up to observations. • Observation and conference records will be maintained by the principal and assistant principal.
Provide appropriate on-going professional development for all teachers in effective instructional practices in the content area of ELA.	Principal, Master teachers, Assistant Principal	July 08	<p>On-going quality professional development is necessary for improving student achievement. The level of student achievement is directly related to the specific content, consistency and delivery of effective staff development. The principal will assist in the development and delivery of quality professional development for teachers by doing the following:</p> <ul style="list-style-type: none"> • Work with School Leadership Team to identify teachers' strengths and areas for improvement • Work with consultants and master teachers to develop and schedule specific professional development activities • To monitor the conducting of staff development activities by compiling and maintaining agendas, sign-in sheets, hand-out material, and evaluation forms • Use evaluation results to improve teacher instruction thereby improving student achievement.
Provide "Data" Days to work with specialists to develop understanding of ELA data use and its implications for the classroom	Science, ELA, math and social studies consultants, Master teachers	August 08	<p>The ability to understand, disaggregate, and use data is key to improving student achievement. As instruction leader the principal has the responsibility for providing staff development opportunities for teachers to improve and utilize their data analysis skills. Therefore, the principal will:</p> <ul style="list-style-type: none"> • Work with consultants and members of the School Leadership Team to develop a plan that outlines the purpose, content for training and evaluation for "Data Days." "Data Days" are days that are designed to give teachers training on how to disaggregate test data to improve instruction. • Collect and maintain sign-in sheets, handout material used in training, teacher evaluation forms. • Meet with consultant and School Leadership Team to review evaluation forms for the purpose of improving and responding to teachers' staff development needs.
Develop a lesson plan template to coincide with lesson plans in ELA.	Principal and Master teachers	July 08	<p>Student achievement is increased when teachers prepare and implement lessons that focus on state standards with specific objectives. The principal will:</p>

			<ul style="list-style-type: none"> • Provide a lesson plan template for teacher use • Consult with School Leadership Team and teachers regarding revisions or modifications • Develop a system for weekly review of plans and feedback to teachers as needed. • Provide training to faculty at faculty meetings regarding implementation of ELA unit lesson plan templates as recorded on faculty meeting agendas. • Classroom observation walk-throughs and formal observation records maintained by the master teachers and the principal will reflect implementation of the ELA lesson plan template.
Implement a year-round schedule at Cleveland Elementary for all students which provides additional targeted instructional opportunities and increased instructional time in ELA. The year-round program is designed to increase student achievement in all areas.	Administrative Team, SLT, Faculty and Staff	July 08	<p>The year-round school will offer expanded learning opportunities for students in all grades which will result in higher student achievement in all content area. Increased emphasis will be placed on differentiated instruction in data analysis in the area of ELA.</p> <ul style="list-style-type: none"> • The year-round schedule will be developed and a school calendar will be provided. • Specific remediation opportunities will be provided for at risk students through increased time on task in math and ELA, after school tutorial program, Wofford Scholars program, and intercession. Records of activity schedules and attendance logs will be maintained by the master teachers and the administrative team. • Intensive focus on use of data by classroom teachers through content area planning, differentiated instruction in the classroom, setting high expectations for all students, and staff development will be on-going as reflected in lesson plans, classroom observations, dates of training activities, and student data analysis provided to teachers.

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 1: By April 1, 2009, the district will provide resources, monitoring, and support to ensure that 60% of students in grades 3, 4, 5, and 6 will increase one ELA performance level as measured by correlated gains from Fall MAP RIT scores to Spring MAP RIT scores.

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.
The district will provide teacher-developed ELA pacing guides as part of the new ELA curriculum for grades 1-6.	Assoc. Supt. Terry Pruitt, Dir. Of Elem. Prog. Fred Logan	August 2008	The guides will provide a framework for specific standards-based units of instruction to give consistency and continuity in the timing and delivery of student lessons. School instructional leaders (Grant, Jones, Gary) will check to be sure pacing guides are used and followed.
The district will provide teacher-developed ELA benchmark tests for grades 1-6 that are aligned with the units specified in the pacing guides.	Assoc. Supt. Terry Pruitt, Dir. Of Elem. Prog. Fred Logan, DTC Al Jeter	August 2008	The benchmark tests will provide feedback and data to measure student success on the pacing guide units. School instructional leaders (Grant, Jones, Belton, Gary) will see that the tests are given within the schedule specified.
The district will provide the ViaTest system for rapid scoring and ELA benchmark data retrieval.	Assoc. Supt. Terry Pruitt, Dir. Of Elem. Prog. Fred Logan	August 2008	The ViaTest system will prepare answer sheets, scan the completed sheets, and provide summary data for each set of benchmark tests. Guidance counselor Belton and tech support Moore will monitor this process.
The district will provide Academy of Reading software for increased student reading comprehension.	Assoc. Supt. Terry Pruitt, Dir. Of Elem. Prog. Fred Logan	August 2008	The Academy of Reading materials will be delivered via the school computer lab to offer additional instruction for students needing assistance in reading. Tech support Moore will help with the delivery of the software.
The district will provide MAP Reading testing sessions (fall, winter, and spring) for students in grades 2-6. Summary data will also be provided at the conclusion of each testing session.	Assoc. Supt. Terry Pruitt, Dir. Of Elem. Prog. Fred Logan, DTC Al Jeter	August 2008	MAP reading data will provide the basis for fall/spring target growth according to RIT scores. Guidance counselor Belton and tech support Moore will monitor this process, and all school instructional leaders will assist with data interpretation.

FOCUSED SCHOOL RENEWAL PLAN

2008–09 School Year of Implementation

District Administrators' Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Administrators' Instructional Leadership Goal 2: By April 1, 2009, the district will provide resources, monitoring, and support to ensure that 60% of students in grades 3, 4, 5, and 6 will increase one Math performance level as measured by correlated gains from Fall MAP RIT scores to Spring MAP RIT scores.

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.
The district will provide teacher-developed Math pacing guides as part of the new Mathematics curriculum for grades 1-6.	Assoc. Supt. Terry Pruitt, Dir. Of Elem. Prog. Fred Logan	August 2008	The guides will provide a framework for specific standards-based units of instruction to give consistency and continuity in the timing and delivery of student lessons. School instructional leaders (Grant, Jones, Belton, Linder) will check to be sure pacing guides are used and followed.
The district will provide teacher-developed Math benchmark tests for grades 1-6 that are aligned with the units specified in the pacing guides.	Assoc. Supt. Terry Pruitt, Dir. Of Elem. Prog. Fred Logan, DTC Al Jeter	August 2008	The benchmark tests will provide feedback and data to measure student success on the pacing guide units. School instructional leaders (Grant, Jones, Belton, Linder) will see that the tests are given within the schedule specified.
The district will provide the ViaTest system for rapid scoring and Math benchmark data retrieval.	Assoc. Supt. Terry Pruitt, Dir. Of Elem. Prog. Fred Logan	August 2008	The ViaTest system will prepare answer sheets, scan the completed sheets, and provide summary data for each set of benchmark tests. Guidance counselor Belton and tech support Moore will monitor this process.
The district will support the TAP system to enable better instruction in Math and to assist new teachers in Math instruction.	Assoc. Supt. Terry Pruitt, Dir. Of Elem. Prog. Fred Logan, TAP Coord. Arneice Renwick	August 2008	The TAP system provides cluster time for teacher planning, and Master and Mentor teachers provide leadership in working with all teachers. Master teachers (Gary, Linder) monitor the process and provide assistance with Math instruction.
The district will provide MAP Math testing sessions (fall, winter, and spring) for students in grades 2-6. Summary data will also be provided at the conclusion of each testing session.	Assoc. Supt. Terry Pruitt, Dir. Of Elem. Prog. Fred Logan, DTC Al Jeter	August 2008	MAP math data will provide the basis for fall/spring target growth according to RIT scores. Guidance counselor Belton and tech support Moore will monitor this process, and all school instructional leaders will assist with data interpretation.

FOCUSED SCHOOL RENEWAL PLAN 2008–09 School Year of Implementation

Title and Description of Each Program and Initiative Included in the FSRP

Measures of Academic Progress (MAP) – MAP is a testing program used to project student academic performance. MAP is administered to students in grades K-6 in the areas of reading and math. Student achievement goals in ELA and math will be measured by students' meeting their specified target growth.

Reading Recovery – Reading Recovery is a highly effective short term intervention of one to one tutoring for low achieving first graders.

Cluster meeting – A weekly, sixty minute professional development session, which focuses on the implementation of research based strategies to increase student achievement. These meetings are conducted by the master teacher and the mentor teacher. These are TAP liaison teachers.

Stop, Drop, and Read - Every Friday everyone in the building will stop and read from 2:00-2:15.

Data Day – A Data Day is a ½ release day for teachers to analyze and disaggregate and make determinations regarding differentiated instruction. Data Days occur three times per year.

Wofford Scholars – This program provides 1 on 1 tutoring in math for (50) 5th and 6th graders through Wofford College.

Flanagan – Flanagan is the test for higher standards that we give in all subjects to use as benchmarks.

Accelerated Reader – This program is designed by Renaissance Learning which measures students' reading comprehension on the basic levels. After choosing a book on the appropriate reading level, students read the book, then log into Accelerated Reader to take a short test of five to ten questions. The Media Specialist manages the computer aspect of the program and classroom teachers help students set reading goals, provide time for Recreational Reading, and computer access to the program in their classrooms.

Modified Calendar – The modified calendar is a year round school program designed to provide instructional remediation at regularly scheduled intervals throughout the school year. The calendar offers 2- 2 week intercessions in order to provide remediation in ELA, Math, Science, and Social Studies. The modified calendar helps to prevent the loss of learning during the regular traditional summer schedule.

Intercession – During the three weeks of intercession, students who are identified by their teachers are invited to a two week Fall Academy for tutoring. These students attend math and language arts classes from 8:30 until 12:30 Monday through Thursday. They are given additional instructions in reading, writing, and math to help them improve their academic performance. Our goal is to help students master the skills they need to be able to perform at the basic level on their summative assessments.

After School Homework Academy – This tutorial program targets our students who are struggling with basic reading and math skills and are performing below grade level. These students are chosen based on teacher recommendation, MAP and PACT scores. The academy meets three days a week and the curriculum is chosen based on students' areas of weakness as identified by the teacher and the summative assessments.

Educational Consultant – A science consultant provides 18 days per year of support to the science instructional program. An ELA consultant provides 10 days per year of support to the ELA instructional program.